

## English 221: The English Language

Contact Information:  
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**Class:** 8:30 AM to 9:45 AM, Tuesday and Thursday.

**Office Hours:** Virtual on eCampus (Course Room).  
Kirk Hazen: 12:30-2:30 PM, Wednesdays  
TA Brooke Boyer: 1:00-3:00 PM, Mondays  
TA Kathryn Riggs: 11:00-1:00 PM, Thursdays

**Course Specific Purpose:** The primary purpose of this course is to lead students in the analysis of language in general and the English language in particular.

### Course Purposes:

- To develop respect for and understanding of human language.
- To explore the modern linguistic concepts of the English language.
- To develop respect for diachronic and synchronic language variation.
- To understand the role of social forces on language variation.

**Course Specific Learning Outcomes:** As part of their work, students will:

- Display an understanding of human language.
- Recognize the difference between prescriptive and descriptive approaches to language.
- Describe the nature of language variation.
- Use linguistic concepts to solve language problems.
- Analyze natural language, predominantly English.

**Overarching Goals for English majors:** Upon completing a B.A. in English, a student should be able to:

- Interpret texts within diverse literary, cultural, and historical contexts.
- Demonstrate a general knowledge of the social and structural aspects of the English language.
  - o Analyze diachronic and synchronic language variation.
  - o Articulate the role of social forces on language variation.
  - o Apply linguistic concepts to solve language problems.
  - o Analyze natural language, predominantly English.
- Demonstrate a range of contextually effective writing strategies.

This course fulfills the second goal.

Text: An Introduction to Language. Kirk Hazen. Wiley-Blackwell. 2015:  
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470658967.html> or  
<http://www.amazon.com/Introduction-Language-Linguistics-World/dp/0470658967/>

Other help: Quizlet for An Introduction to Language

**Classes:** It's a brave new world, but we still have classes. Twice a week. Tuesdays and Thursdays, 8:30 AM to 9:45 AM. If we all get sick or the weather is horrendous, we may well go online for a few classes. I will try to make that call in plenty of time for everyone. To be prepared for class, I expect you to read the assigned pages in the book before class. By *read*, I mean you should be able to explain what material you understand and what material you do not understand. When you are in class, you should then be proactive and ask questions about the material you do not understand. If you are not able to explain what material you do know and do not know before the class starts, then you are not prepared for class.

**Advice:** If you feel lost or even the slightest bit confused, contact me or the teaching assistants. This is not a class you want to get behind in. Email us or come see either the TAs or the instructor during their office hours in eCampus. If you cannot make office hours, we can set up a time to talk. The quicker you get your questions straightened out, the better off you will be. Every semester we offer many office hours, but students rarely come to talk about the class. Please help us help you: Come to office hours.

TA Office Hours: TBA

**Homework:** Homework will normally consist of short exercises from the end of each chapter. The homework is designed to help you engage the material proactively. If you fully complete the homework, you should receive a 100% for a grade. In other words, wrong answers do not count against you, but unanswered exercises do count against your grade. We should have at least one homework assignment per week.

**Quizzes:** Quizzes might contain data to analyze, terms to define, fill-in-the-blank questions, paragraph essays, and multiple-choice questions. We will have at least 11 quizzes this semester. The quizzes are designed to determine your language-analysis skills and knowledge of the English language. Wrong answers do count against your grade, but many questions allow for partial credit.

Together, the homework and quizzes constitute 50% of your grade and should be considered the foundation on which your skills, knowledge, and grade is built.

**Exams:**

There will be two exams and one essay. The instructions for the essay will be given separately.

**Grades:**

Type	Percent of final grade	Date
11~13 Homeworks	25%	Throughout the semester
11 Quizzes	25%	Throughout the semester
First Test	20%	2/15
Lexical Paper	10%	3/21
Second Test	20%	4/21

In this class I assign pluses and minuses. The official percentages:

A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67

D	66-63
D-	62-60
F	59 and below

I only round up once: If you get a 69.5, it is a C-; if you get a 69.49, it is a D+. It's a hard-knock life.

**DROP DATE:** April 14

**INCLUSIVITY STATEMENT:**

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.



If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the. (<https://accessibilityservices.wvu.edu/>)

More information is available at the [Division of Diversity, Equity, and Inclusion](https://diversity.wvu.edu/) (<https://diversity.wvu.edu/>) as well.

**Intellectual Property:**

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

**Academic Integrity Statement:**

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic (<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

**Adverse Weather Statement:**

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

**Attendance and Engagement:**

Attendance and grades are highly correlated. I know that sometimes personal situations and required university events make it impossible for you to be in class. I recommend that you attend class every session; the syllabus is planned that way.

- Students should miss fewer than three class periods (one and a half weeks of class).
- Students who miss more than three classes will be penalized up to one letter grade for each additional absence.
- Students who miss more than three weeks of class will be assigned a failing grade for the course.
- **All absences (including excused absences) incurred from the date you register for the course count toward the total number.**

Please note these important factors related to your engagement:

- Your responsibility to engage with the class work begins when you register for the course.
- Missing activities, exercises, and project deadlines will be reflected in the corresponding component of your grade for the course.
- If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact your instructor immediately.
- **Falling more than two weeks behind the posted schedule of work without a documented special arrangement with your instructor may result in failing the course.**
- Special arrangements require a formal, written request (prior to an assignment deadline when applicable) that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work.
- Submitting a formal request for a special arrangement does not automatically guarantee that your instructor will be able to grant your request.
- This course adheres to [WVU's attendance policy](#).

### **Extended Absences:**

It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be fully engaged, present, and able to do your best work. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. If you are a **military service person** with possible drill events or deployments, or if you have other commitments that are likely to disrupt your full engagement with this course for an extended period (1 week of class meetings or more), please speak to me about a plan for successfully completing all required coursework.

### **Student Success, Basic Needs, and Inclusivity:**

I understand that student success involves more than just earning good grades. WVU has a number of resources and offices dedicated to student success.

- Any student who faces challenges securing their food, housing, mental health, or other elements of wellbeing, and believes these situations may affect their performance in the course is urged to contact the [Student Advocacy Center](#) for support. Furthermore, if you are comfortable in doing so, please notify me so I can assist you. Your reaching out will enable me to provide any resources that I may possess and to try and connect you to others who can help, too.
- Of special note, when it comes to writing, is the [Eberly Writing Studio](#) where you can receive personalized help for your projects at any stage: brainstorming, drafting, revising, or editing.
- The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. More information is available at [Division of Diversity, Equity, and Inclusion](#).
- If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](#).

### **Mental Health:**

College students face many stressful issues that affect one's ability to remember, learn, and perform in the classroom, and interact socially in and outside the classroom. According to a [2019 survey conducted by the American College Health Association](#), 66.4% of college students felt "overwhelming" anxiety, while 46.2% experienced depression so severe they had difficulty functioning. With the increased stress and isolation of living in a COVID-19 environment, these difficulties have been amplified: [60% of college students surveyed](#) stated that the pandemic has made it more difficult to access mental healthcare.

If you (or a friend) are struggling inside, I strongly encourage you to seek support. I take your mental health seriously and can help you navigate the resources available to you as a WVU student.

Confidential supportive resources are available on campus, and most are at no-charge. [The Carruth Center for Psychological and Psychiatric Services](#) (CCPPS) offers consultations, short-term individual therapy, group therapy, and various mental health-related workshops. Virtual and in-person (outside of pandemic situations) services are available. Crisis services are also available 24/7/365:

- You can text “WVU” to 741741 for support 24/7 from a trained Crisis Counselor or call 304-293-4431.
- You’ll find more mental health resources at the CCPPS website at: <https://carruth.wvu.edu/>
- If you’re experiencing mental distress, need immediate attention, and would prefer to use a non-university support service, you can call the [National Suicide Prevention Lifeline](#) at 1-800-273-8255.

**Student Safety and Sexual Misconduct:**

There are resources available on campus if you or someone you know needs assistance in reporting sexual misconduct, including harassment, stalking, sexual assault, or relationship violence. Speaking to a member of university administration, faculty, or staff can be helpful, but keep in mind they have an obligation to report the incident to the [Title IX Coordinator](#). If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#) and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC) through its 24-hour hotline at 304-292-4431. If you want to understand more about sexual misconduct, please consult [WVU's Title IX Office](#).

**Sale Of Course Material Statement:**

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the [Student Conduct Code](#). (<https://studentconduct.wvu.edu/policies-and-procedures>).

**Student Evaluation of Instruction Statement:**

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided by your instructor.

<b>Date</b>	<b>Week</b>	<b>Lecture Topics</b>	<b>Reading</b>	<b>HW eCampus</b>	<b>Quiz In Person</b>
1/11	1	Introduction to language study	Ch 1	Beginning of Semester Assessment	
1/13		Introduction to language study	Ch 1	Ch 1	Ch 1
1/18	2	Sounds	Ch 2		
1/20		Sounds	Ch 2	Ch 2	Ch 2.1
1/25	3	Sounds	Ch 2		Ch 2.2
1/27		Patterns of sounds	Ch 3	Ch 3.1	
2/1	4	Patterns of sounds	Ch 3	Ch 3.2	Ch 3.1
2/3		Patterns of sounds	Ch 3		Ch 3.2
2/8	5	Patterns of sounds	Ch 3		
2/10		Review			
2/15	6	Test 1			
2/17		One-part words	Ch 4		
2/22	7	One-part words	Ch 4	Ch 4	
2/24		One-part words	Ch 4		Ch 4
3/1	8	Idioms and slang (Mid-Semester Grades Due 3/4)	Ch 5		
3/3		Idioms and slang (Mid-Semester Grades Due 3/4)	Ch 5		Ch 5
3/8	9	Lexical paper workshop	Ch 6		
3/10		No class			
3/12-20		Spring Recess			
3/21		Lexical paper due			

		<b>Class Topic</b>	<b>Reading</b>	<b>HW</b>	<b>Quiz</b>
3/22	10	Multipart words	Ch 6	Ch 6	
3/24		Multipart words	Ch 6		Ch 6
3/29	11	Basic phrases	Ch 7	Ch 7	
3/31		Basic phrases	Ch 7		Ch 7
4/5	12	Building bigger phrases	Ch 8	Ch 8.1	
4/7		Building bigger phrases	Ch 8	Ch 8.2	Ch 8
4/12	13	Flocks of phrases	Ch 9	Ch 9	
4/14		Flocks of phrases	Ch 9		Ch 9
4/19	14	Review			
4/21		Test 2			
4/26	15	Variation in English	Ch 11	Ch 11	
4/28		Variation in English	Ch 11	End of Semester Assessment	Ch 11
5/3	16	Extra credit due			